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ABSTRACT

Suggestions for preparing supplementary materials for use in an individualized second language reading program are made. Newspaper sources can be used as a basis for constructing a learning activity packet with three phases. The prereading phase contains sound-symbol correspondence and vocabulary exercises, structure analysis and/or structure review programmed for self-instruction and selected to correspond to the student's language level. In the reading phase the student is required to read for information, for specific details, for interpretation or for critical analysis. The postreading phase consists of a structural and lexical analysis of the material. Postreading exercises are also used to help the student understand the context within which words are found. Filmstrips, motion pictures, and slide programs can also be assimilated into this program through preparation of scripts and correlated recordings. The film source itself is used as a supplement to increase student interest and motivation. Other sources of reading material suggested here are textbooks published and used in the foreign country, current magazines, business and government publications, and letters from student pen pals. These sources provide appropriate material for the three-phase format as well as insights into the culture being studied. (PMP)

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SUGGESTIONS FOR USING SUPPLEMENTARY MATERIALS IN THE INDIVIDUALIZATION OF INTENSIVE READING

The shapes that an individualized reading program might take will vary a great deal depending on whether we adapt existing materials, create our own materials, utilize programmed materials or have access to computer-assisted instruction. The path most commonly followed is that of adapting existing materials. Often students are required to read basic texts as well as supplementary materials such as foreign language newspapers and magazines, graded readers and short stories. While so-called supplementary materials can make up part of basal work in reading, we will consider here the preparation of such materials for supplementary use. In fact, teachers might be wise to gain experience individualizing in the supplementary area before moving into the individualizing of an entire reading program.

In order to offer real choices the teacher must have adequate materials. By offering enough different choices at one level she furnishes a firm foundation so that the students may move with confidence to the next level of difficulty. Specific interest and content requirements are most easily met at advanced levels where existing materials can be used pretty much as they are. A truly tremendous task is that of collecting materials and preparing them for individualized instruction at the beginning and intermediate levels. Frequently materials at these levels take the form of learning activity packets,

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and sources range from the newspaper to the filmstrip. First we will look at the role of newspaper sources in the individualizing of reading.

Newspaper Sources

Why do we choose newspaper sources? They reflect culture and are easily obtainable. The material in a newspaper is today's material, the subject matter of the students' lives. Reading becomes a process of interaction with live happenings, not a review of fictitious experiences of fictitious characters in an out-dated book. Newspapers also provide examples of a wide variety of writing types and patterns from informative or persuasive to descriptive or narrative, all used in realistic situations. Students can discover the pattern newspapers use in the writing of an informative article by fitting details into one of six major categories found in the box in the packet exercise: WHO was involved? WHAT happened? WHERE did it happen? WHEN did it happen? WHY did it happen? HOW was it caused?

Let us suggest one possible approach to individualizing intensive reading at beginning and intermediate levels which involves the preparation of a great variety of foreign language newspaper items as supplementary material. The materials are presented in a learning activity packet format with three phases: pre-reading, reading and post-reading.

The pre-reading phase of the packet might include any or all of the following: sound-symbol correspondence exercises, vocabulary exercises, structure analysis and structure review. These exercises can be programmed for self-instruction in order to bring the student to the point where he is self-directing. One such device is that in which the teacher underlines potential reading stoppage points and numbers them.

Following the brief newspaper item or a section of a more lengthy item is a programmed analysis of anticipated structural or lexical difficulties. The student is helped to understand that context clues can extend beyond the sentence containing the unfamiliar word. He is encouraged to focus on the meaning of the passage as a whole before deciding whether or not it will be necessary for him to work through the frames of the analysis. If he uses the analysis exercises, he will be asked to reread that particular passage as a whole. Vocabulary work, especially at beginning levels, may well involve cognates, word families and context clues. Cognates within the life experience of the student can be taught by helping the student recognize patterns, analogies and sound shifts between the two languages. Programmed exercises using pictures and oral or written clues can teach new names for some of the familiar non-cognates. Specific context clues to be taught might include definition clues, comparison-contrast clues, linked synonym and/or appositive clues and cause-effect relationship clues.

Since structure and function words account for 40 to 60 per cent of the words in prose and provide the means for contextual inference, students will need guidance in using structural clues. Students will work through a mini-packet involving Lewis Carroll's Jabberwocky just to develop an awareness of the distinction between function words and content words. They will read a newspaper item twice, turn to the page in the packet which contains the same passage with the function words omitted and fill in the blanks. Since a reader anticipates some content words as well as function words, an alternate exercise in the packet would require the student to fill in content words.

Built into the packet materials are the features of self-direction, self-correction and self-evaluation which make individualized supplementary reading possible. The teacher, therefore, must exercise great care in introducing students to handling the packet format and will want to work through one or two packets with the whole class in order to acquaint the students with the types of instructions used. The teacher will prepare placement tests to determine the level at which each student should choose his newspaper items.

If teachers decide to use newspapers to a considerable extent as suggested in this approach, they will have to be very concerned with the language level and the selection of appropriate objectives.

In our suggested approach teachers, or better yet, teams of teachers will select newspaper items representing a broad range of themes which reflect student interest and sort them and color code them according to degree of difficulty. The student will choose those texts that correspond to his level and taste. Since he controls his own choices, he is introduced to personal reading for the pleasure of reading. Due to the nature of newspaper jargon teachers will have to prepare pre-reading and reading exercises carefully. Contextual and structural clues are used in such a way as to encourage the student to develop his powers of inference and induction.

In the reading phase the purpose may require that the student read for information or specific details or it may have him read interpretively or critically. Specific objectives might include some of the following: (1) The student can discover that newspapers can function as a guide for entertainment. (2) The student will develop an awareness

as to when someone is trying to influence or persuade his thinking. (3) The student will discover that the horoscope column is an example of writing that permits you to read in your own message. (4) The student will discover that the more details you have the better the judgment. (5) The student will discover that critical reading requires that you think carefully about what you read.

In our approach for beginning levels we recommend that the general purpose of the packet reading materials be that of developing in the reader a positive attitude in attacking the written text. While the immediate objective may be reading for information, the long-range goal may be that of personal reading for pleasure. In the first stage of reading the reader may use a headline to help him form an idea of the general theme. He is then stimulated by being invited to think about the possible content of the text. If the reader feels that he has not comprehended thoroughly, he will reread any passages he deems necessary.

In the evaluation stage the student often checks his comprehension by first answering questions which deal with factual content and structure of the text. At various levels, however, he is encouraged to formulate reasons for agreeing or disagreeing with the author of the article. Newspaper sources, if used properly, should help the student read with critical judgment and should serve as a springboard for small group or class discussion.

Post-reading activities in the packet include a "Learn about Your Other Language" section dealing with the lexical and grammatical content of the text. This section differs from the pre-reading one in that it helps the student not only understand the text but also improve

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the quality of his future reading. Structural and lexical analyses are handled in greater detail at times and in such a manner that the student is encouraged to apply the principles in similar situations. Structural analysis (S.A.) in the post-reading section of the packet may involve the following procedure: (1) Sentences containing examples of the structure are grouped together and presented to the student in the S.A. section in written form. (2) Carefully-worded questions based on these sentences lead the student in a step-by-step manner to discover the grammatical point being emphasized. (If the point is multiple, several sub-generalizations will be elicited to lead to the over-all generalization.) (3) Several written exercises will be provided to check the student's comprehension of the principle. Tapes may also be included with the packet for aural-oral work with the point.

We need post-reading exercises to help the student focus not only on context within which words are found but also on the structure and analysis of the word itself. The exercises will help him see the relationship between cognates, derivatives and word families. He will learn to recognize the importance of word inflection, the process of word formation by means of roots, prefixes, suffixes and compounds. He should be aware of various parts of speech such as prepositions and conjunctions that relate ideas and concepts. Certain exercises in the packet might help the student discover that the prefixes non-, un-, and in- mean "not" so that he gets the idea of negation when he sees words such as nonfiction, unable and inactive. Likewise key roots in words, for example, scrib or script in inscribe, postscript and prescription give the reader a clue that the word has something to do with writing. Knowing

"key" suffixes can furnish a clue to the general classification of a word. If the student associates the -less at the end of a word with the meaning without, he can apply the concept to many words such as beardless and senseless.

We should guide students in inferring meanings of words which are related to each other or to English. If we decide to deal with "fit" in meaning, we might prepare a packet exercise showing range of meaning of the cognate by using the word in a variety of different sentences such as the following: (1) Hay cuatro letras en la palabra gato. (2) Escribo bien. Además, tengo una letra muy elegante. (3) Recuerda la música de "Adelita," pero olvidó la letra. (4) Tiene que pagar esa letra. The learning packet might also contain exercises on false cognates, as follows: (1) Tiene que certificar (register) esa carta. (2) El detective salió sin registrar la casa. Tapes or teacher aides or both should be made available to students to help them with "fit" in pronunciation of cognates. They will also need help in recognizing written cognates. The teacher may want to highlight "fit" in spelling by underlining or color coding the letters which differ in English and the target language. Students will benefit from work done with similar prefixes and suffixes and with likely spelling changes such as those suggested by words such as curiosidad and responsabilidad. They may be asked to first list all words in a reading passage ending in -ción and then to listen to a corresponding tape exercise involving their use in context. Students enjoy working with words built on a common stem. In Spanish the suffixes -ero, -era indicate the person who makes or sells things; the suffix -ería indicates the place where things are made or sold. Students are

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exposed to the names of various things, persons and places in paragraph context. Then they are asked to help define other words having the same suffixes and to check the answer key in the packet. Definitions might include the following: (1) El que vende joyas es el joyero. (2) El sitio donde se venden joyas es la joyería.

In the post-reading section a "Profit from Your Pitfalls" section leads the student to note his mistakes and correct them. As you have noticed, in our suggested approach learning how to read is a concern throughout the packets.

In a variation of this basic approach employing a variety of real newspaper items the teacher or team of teachers controls the vocabulary and syntax closely at the various difficulty levels by rewriting the newspaper items. While it is true that with rewriting you may lose some of the motivational power connected with using the real newspaper item that native speakers actually read, especially at lower levels you would gain more readable material requiring fewer pre-reading exercises and would still benefit from the motivation offered by a wide range of contemporary themes.

Another alternative is that of clipping from foreign language newspapers or local dailies with a large circulation articles of substantial length that revolve around a theme of global interest. From data gathered teachers would write narratives or dialogs based on the news sources while keeping the students' language skills in mind. In another variation students are asked to compare the treatment of the same news event by local and foreign news sources. Students at appropriate levels can participate in the search for articles and in the

preparation of them in either dialog or narrative form. This reading material can be filed for use by future classes who seek information on that topic.

Through the sensitive use of newspaper articles teachers can help students become aware of traditions and trends by preparing individualized reading packets organized around various aspects of deep culture: family, courtship, careers, religion, holidays, diversions and politics. Teachers may wish to pool data from several different sources. For example, data on products and services can be gathered from the Yellow Pages of the telephone directory and mail order catalogs as well as from newspaper and magazine advertisements. Since advertisements are an index to a country's daily activities and are often written in a style peculiar to them, teachers will have to prepare pre-reading activities in the packet most carefully. Teachers should make a noble effort to collect representative samples. By comparing advertisements from many countries students may discover that they have a lot in common with their counterparts who speak other languages.

We have just begun to see how valuable newspapers can be as a source for individualizing supplementary reading. Let us now look at some other rich sources.

Filmstrip, Motion Picture Film and Slide Sources

Why do we choose film sources? We can use more fully the sense of sight and the sense of hearing. Powerful motivation is generated by the greatly increased realism made possible by a rapidly growing assortment of films, filmstrips and slides with correlated recordings.

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We should remember several very valuable sources—the integrated films used in other schools or formerly used in our school and the short, single concept films from other disciplines—as well as the supplementary and full-length foreign language films. The student may use film as an integral part of a highly individualized program or he may follow an individualized program as a supplement to class work. The student may handle his film units in a special carrel equipped with reference books, a tape recorder and projectors for 8 mm motion-picture film and 35 mm slides and a rear-projection screen and projector. Films may also be used as elements of computer-assisted instruction.

We will consider individualized film units as a supplement to the reading program. In most cases teachers find they need to prepare a variety of sound tracks in order to adapt film to the student's individual ability, interest and motivation.

The classroom teacher can start the project by writing one script and recording it on audiotape for some beginning or intermediate level students. She may choose to work up the vocabulary and structure and include it in the pre-reading phase of the packet. Since we are interested in the continued development of the aural-oral skills as the student develops the skills of reading and writing, we should expect that some of the pre-reading and pre-viewing vocabulary and structure exercises in the packet would require aural-oral preparation. Since visuals furnish excellent clues to meaning, the teacher may not have to include as many pre-reading packet exercises as she anticipated if the student views the film before reading the script. The post-reading and post-viewing exercises could also include small group an

well as individual and class activities requiring the use of aural-oral skills.

Let us examine one possible procedure for using film as supplementary intensive reading material at the intermediate level.

First, the teacher studies the original script in order to decide whether to use it or rewrite it. She predicts student difficulties, selects key vocabulary and develops devices for conveying the meanings of the words. Such devices may include the use of formal definitions in the target language, definition plus example, the two sentence paraphrase used to define, and the definition matching exercise with two columns (A—Un hombre que construye casas es un ___; B—5 carpintero). If students know the names of some items that belong to a particular category, they can be taught the name of the category quite easily. For example, if they know el baloncesto and el béisbol, they will discover the meaning of deporte at least by the time they get to a third sport in the third sentence, El tenis es un deporte. Students enjoy synonym exercises whether matching column (A--permitir, hablar, el trabajo; B—platicar, el empleo, dejar) or paraphrase sentence type (Pablo habla muy aprisa. Su abuelita no lo puede entender bien, porque habla rápidamente). The antonym exercises are very popular. An example of the contrastive sentence type is as follows: Elena sube la escalera para llegar arriba. Ella baja por la escalera para llegar abajo.

Any difficult structures are presented in especially written exercises accompanied by taped drills. The teacher may elect to include in the packet a structural summary of the script, using actual parts of the original script reduced to a manageable size. Students will work

with and read this reduction before viewing the film and moving to the reading of the original script as a whole. Comprehension is checked at both stages.

The entire film or selected parts of it and the accompanying tape may be seen and heard after the students work with the summary. Students are encouraged to listen for the gist of the message. In addition to the usual context clues, film offers the influences of paralanguage (vocal qualifiers conveyed by the voice) and kinesics (non-vocal body motions that play a part in communication: hand gestures, changes in stance, raised eyebrows, shoulder shrugs and pursed lips). The student then reads the whole script, sees the film again and is tested.

In this intensive reading activity the student must thoroughly assimilate the vocabulary. Since most teachers like to alternate between intensive and extensive reading, the teacher can introduce extensive reading by giving a summary in English and having the students read the whole film script and discover for themselves the meaning as it was presented in her summary. In extensive reading the student is not responsible for all of the vocabulary items and idiomatic expressions —only for the vocabulary that highlights the reading selection and the idiomatic expressions that are common and frequently used.

If the student needs further help in grasping the meaning of the film unit as a whole, the teacher may prepare a language laboratory reading exercise. She may revise the script by summarizing parts of it and treating the more difficult portions in detail. The packet will contain a revised script with difficult words and expressions underlined.

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The student will hear on the tape easier versions of the difficult items he is reading in the packet.

Films remain one of our most exciting sources for stimulating reading and subsequent speaking, especially at intermediate and advanced levels. Let us consider other possible sources, too.

Other Sources

Rich sources for supplementary material in intensive reading include foreign-language children's books and textbooks actually used in schools in the foreign country. The popular picture and news magazines are also very worthwhile sources. The teacher can even order special-interest publications dealing with sports, cars and auto racing as well as fashion, the home and cooking so that students can see which activities are popular in the lives of their counterparts. While we remember the monthly magazines aimed at Americans learning another language, we tend to forget school magazines and newspapers as a possible source.

Advertising agencies and mail order houses can supply ample descriptions accompanied by pictorial clues. Business firms in the United States with branches abroad or foreign firms who sell products here can furnish a variety of materials from instructions on how to use their product to employee benefits. Many business and government publications now appear in Spanish and other languages.

You may read your Rules of the Road as well as unemployment and Social Security information in Spanish. Likewise you can read in Spanish information on how to use your telephone directory in cities such as Chicago.

Local consulates, embassies, tourist offices or cultural centers established by foreign governments are usually happy to provide material in the foreign language. Foreign and domestic travel bureaus, foreign chambers of commerce and foreign railway, airline and shipping companies are excellent sources. Foreign language tour guide booklets on motels, hotels, restaurants, monuments, campsites and hostels and even road and street maps have motivational value if used properly.

High school students enjoy reading letters received from their pen pals and words to the latest popular records. They also like to read the scripts to tapes or records on which teenagers talk about themselves.

Graded readers serve as an excellent source of supplementary material. Since we need much more graded material in order to individualize reading, we continue to be interested in readability research that will help us write materials at any level of difficulty we choose. It would seem that the cloze procedure, the systematic removal of every n^{th} word from a printed prose passage with the student's subsequent predicting and replacing of those words, could be used in teaching students the use of context clues. We could develop a type of programmed learning procedure consisting of cloze exercises or frames. It is hoped that the cloze technique would be helpful in teaching reading comprehension as well as testing it. Since cloze readability tests appear to be highly valid and reliable measures of comprehension abilities of students in their own language and comprehension difficulties of materials, we should consider the possibility of using cloze in placing students in graded materials, selecting appropriate materials and comparing materials.

We need real materials normally read by native speakers as well as contrived materials, so let us request here that teachers and school systems at home and away collaborate more vigorously in the collecting, sorting and preparing of stimulating materials to be used in the individualizing of intensive reading.